



Meadowbrook Primary Religious Education Policy

Status: Non-Statutory

Date: April 2010

Rationale

Religious education (RE) allows pupils to consider their own beliefs and values. It places specific emphasis on children valuing themselves and others; on understanding the diversity of society through understanding similarities and differences; and encourages children to examine their place within, and relationship to, the local, national and global community. It considers the experiences, thoughts, questions and feelings common to us all and teaches children responsibility for the world in which we live. The study of RE supports the desire to live in a society based upon tolerance and consideration.

Religious Education is a statutory component of the curriculum and is taught at Meadowbrook according to the locally agreed syllabus (Mystery and Meaning, 2009).

Aims

At Meadowbrook the teaching of Religious Education is designed to provide opportunities for pupils to explore their feelings, thoughts, experiences and spirituality within a secure environment. Pupils are encouraged to develop an understanding and respect for people of faiths and beliefs other than their own. By considering moral and ethical questions pupils can develop their own ability to make moral and ethical judgements about right and wrong and can learn to act with concern for others and for the world in which we live.

Effective Religious Education at Meadowbrook should therefore:

- Enable pupils to appreciate and respect the life stances of others.
- Inform pupils in their own search for meaning and purpose.
- Empower pupils to reach the decisions in responsible ways.
- Encourage pupils to develop their own beliefs, attitudes and values.

Teaching

Religious Education at Meadowbrook will be in accordance with the Learning Policy.

Pupils at Meadowbrook have an entitlement to 5% of the curriculum time for Religious Education. This will normally take the form of discreet lessons however on occasion may form part of a learning project.

The subject has two dimensions so the children will at times be taught what is sometimes referred to as 'Explicit' religious education (AT1 – Learning about) and at other times 'Implicit' religious education (AT2 – Learning from).

The locally agreed syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.

Using the new "Mystery and Meaning" syllabus will ensure our pupils are, from an early age, introduced to different faiths and perspectives through accessible themes. These include Christianity, Islam and Hinduism. The themes will start from individual pupil's experiences and will seek to find shared experiences and commonality between beliefs.

Artefacts

We have an extensive range of artefacts to enhance the teaching of RE at Meadowbrook. These have a special place in the teaching of RE and are used:

- as a stimulus for discussion, writing, art and drama
- to kindle interest in a variety of religious traditions,
- to teach about the practices of particular faiths,
- to encourage respect for the beliefs and traditions of others.

Visits and Visitors

If pupils are to understand what it means to take a religion seriously, it is important that they encounter people who hold commitments to differing sets of beliefs.

Visitors from different faiths are welcomed into school and school assemblies to enrich pupils' experiences and to provide a wider religious picture than books and classroom teaching can provide.

Visits to places of worship bring to life the information children discover in the classroom and encourage a greater understanding and respect for others.

Right of Withdrawal

While the purpose of Religious Education is to educate and never to impose upon a child a particular belief system, parents do have the right to withdraw their children from Religious Education lessons.

If parents have any concerns about the teaching of Religious Education at Meadowbrook, they are invited to make an appointment to discuss these with the Headteacher.

Monitoring and Assessment

The work the children do themselves will serve as a record of learning alongside the class learning journey. Children's progress will be assessed and monitored during the year through normal teacher planning and observation.

Each year pupil progress will be reported in written form to parents/carers and at the end of each key stage the level achieved in RE will be reported.

Equal Opportunities and Special Needs

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the RE curriculum at a level appropriate to their needs arising from race, gender, ability or disability.

Ratification

Signature of Headteacher..... Date April 2010.

Signature of Chair of Governors..... Date April 2010.

Implementation

Date the policy is to be reviewed April 2013